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AUTHOR Burpee, Mark
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ABSTRACT

This curriculum project focuses on ancient civilizations, especially the various cultures that have inhabited the territory that is now Jerusalem, Israel. The project gives objectives for students to aim for and outlines the following 4-part procedure: (1) Background and Preparation; (2) Archaeology; (3) Group Research Project; and (4) Jerusalem Dig. The project suggests homework assignments, debriefing exercises, and notebook writing exercises. It gives evaluation assignments, lists materials needed, and furnishes extra credit extensions and applications. Attached are sample sheets for researching a culture and for discovering a culture, as well as an artifact record sheet. (BT)

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Fulbright Curriculum Project -- Israel and Jordan 1998.

by Mark Burpee

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Objectives:

Be able to identify the geographical boundaries of the following ancient civilizations:

- Egypt— *3000 B.C.E.*
- India— *Indus Valley 3000 B.C.E.*
- Minoan / Mycenaean— *2000 -1200 B.C.E.*
- China—*2200 B.C.E.*
- Sumeria / Mesopotamia / Babylonia *2800-1750 B.C.E.*
- Persia— *500 -332 B.C.E.*
- Greece & Alexander the Great—*1000-323 B.C.E.*
- Rome —*753 B.C.E.-476 C.E.*
- Byzantine Empire—*400-1400 C.E.*
- Islamic Empire—*Umayyad, Abbasid, Fatimid , Ayyubid, Mamluk 661-1500 C.E.*
- Japan—*200 C.E.*
- Mayan Empire—*300-900 C.E.*
- Ghana—*700-1200 C.E.*

Understand how civilizations sometimes overlapped territory and left remains on top of each other in urban centers like Damascus, Baghdad, and Jerusalem.

Understand the archeological process of digging up a tell.

Review basic concepts of working with maps including latitude, longitude, cardinal directions, hemispheres, oceans, and continents.

Be able to list some universal elements of cultures. (food, clothing, shelter, family & class structure, religion & values, trade & commerce, technology & tools, government, education, arts, language, transportation...)

Understand the difference between a fact and an inference.

Procedures:

Part 1— Background and Preparation

Have students label the hemispheres, oceans, continents, equator, tropics, prime meridian, int. date line., 30 degrees E. and 30 degrees N. longitude & latitude lines on the first world map on handout #1.

Have students color code the location of the ancient civilizations on handout #1 & #2. Students should create a key.

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As an introduction to the concept of different peoples living on the same land at different times, introduce the analogy of different families living in the same house at different times. Ask students to research the history of who owned or lived in their house or apartment before them. Has the house been remodeled? If the house was new when you moved in, who owned the land before you bought it? If you live in an apartment, who lived there before you moved in? How old is your house or apartment?

Using overhead transparencies of the historical maps, demonstrate how the various civilizations overlap. Introduce the idea of the city of Jerusalem as an archeological tell. (a place where these overlapping civilizations each had an urban center, one on top of the other). Use slides of Jerusalem.

1. Canaanite period 3150-1200 B.C E.
2. Israelite Period 1006 - 586 B.C.E.
3. Persian Period 540 - 353 B.C.E.
4. Hellenistic Period 332 - 37 B.C.E.
5. Roman Period 37 B.C.E.-324 C.E.
6. Byzantine Period 324-638 C.E.
7. Early Muslim Period 638-1099 C.E.
8. Crusader Period 1099-1250 C.E.
9. Later Muslim (Mameluke) Period 1250-1517
10. Ottoman Period 1517-1917

Discuss the various universal elements of cultures: food, clothing, shelter, family & class structure, religion & values, trade & commerce, technology & tools, government, education, arts, language, transportation. Have students fill in an "Elements of Culture" sheet for their own culture (U.S.A. 1998). Each student writes a personal reflection about 3 of the elements in her own culture that are the most important to her. 3 paragraphs.

Part 2 — Archaeology

Define archeology, artifact and inference

- Groups of four are given artifacts by me (coins, utensils etc.)
- Years pass. Students have discovered this site of an ancient culture.
- Students record the artifact, describe it and make inferences about its possible uses. Use "Artifact Record Sheet"
- Students write a conclusion : "What might we know about the culture from these artifacts?"
- Students share their conclusions. We discuss how to write precise physical descriptions, how to make inferences and draw conclusions about a culture.

Part 3 —Group Research Project

Break students into archeological dig groups (four per group). Have each group research one of the civilizations that occupied Jerusalem and create artifacts from that civilization for other groups to dig up. Put all the artifacts in a bag— except translated letter and cultural universal sheet.

Part 4 — Jerusalem Dig

- Each group receives a bag of artifacts from a group in a different class period.
- They explore the artifacts, fill in the artifact record slip, make inferences
- and interpret the artifacts to draw some conclusions about the culture.
- Fill in the "Elements of Culture" form for the categories they can address.

HOMEWORK:
Write " A Day in the Life..." of a typical person in this discovered culture.

DEBRIEF- next day

- Share within the group "Day in the Life" writings.
- Give the group the culture's "Elements of Culture" sheet and have the groups compare their findings.
- Each group will share 2 artifacts with inferences that were fairly correct and 2 that were misinterpretations.
- Discuss quality and types of artifacts that leave interpretations open as opposed to more exact, direct or conclusive findings. The difference between facts and inferences.

RAP in notebook (to be specifically graded)

1. What have you learned about archaeology?

2. What have you learned about maps?

3. Explain the difference between a fact and an inference. Give examples of how you distinguished between a fact and an inference in the process of the archaeological dig.

Evaluation:

1. General Geography Quiz: Latitude, Longitude, Continents, Equator, Tropics, Prime Meridian, Int. Date Line, Oceans, Compass Rose, Locate and Label Ancient Civilizations

2. Archaeological Dig Final write-up

3. Set up an archeology lab final. Students move from station to station identifying the civilization from which certain artifacts came & date them.

Materials:

1. World Map Sheet (Maps A,B,C,D,E)
2. Overhead Transparencies of ancient civilization maps
3. Slides of Jerusalem: Holy Land Slides by City Lord, POB 1804 Jerusalem
4. Artifact Record Sheets
5. Researching a Culture Instruction Sheet
6. Maps of Jerusalem: Avi Goodman, Jerusalem Through the Ages
   Dan Bahat, The Atlas of Biblical Jerusalem, , 1994
7. Brief information about each Jerusalem Civilization: The Tower of David Museum. 1996 Jerusalem Foundation
8. Discovering a Culture Instruction Sheet
9. Analysis of Discovered Culture Sheet
10. Historical Atlases of the World, Hammond 1996, Maplewood, NJ
11. Across the Centuries, Houghton Mifflin, 1991

Extra Credit Extensions & Applications

Research some ancient urban centers that are now ghost towns. Petra, Jerrash, Pella, Caesarea, Beit She'an

Draw from memory a map of the middle east. Use the 30 degrees E longitude & 30 degrees N latitude lines as a reference with Alexandria, Egypt on the intersection.

What was traded between Mesopotamia and Egypt? What did the Nabetians trade? Mark natural resources on the map and create a key.

Mark the climate and major physiographic features of the middle east. What are Israel and Jordan's water resources?

Find a historical text that references some of the places on your maps.

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Research a Culture #1

Name of Culture:

Group #
Members names:
1.
2.
3.
4.

Your group is to research one of the cultures that lived in Jerusalem. Group member #1 is to research #1 below. Group member #2 is to research #2 below, etc. Each group member works on #5 and #6. Your resources include the school library, in class atlases, maps of Jerusalem, and information sheets available through me.

(10 pts.) **1.** Make a map detailing extent of Jerusalem during your culture's time period. Use the city map provided by me as a reference. Include the major physical features near Jerusalem: deserts, valleys, seas, rivers, other cities etc. Include a key with symbols for each feature. Use color.

(10 pts.) **2.** Fill out the Researching a Culture sheet #2 — cultural elements

(10 pts.) **3.** Write a letter in English (the title of the letter should be written in the language of your culture) describing a special holiday, festival, or religious event, held in your culture.

(10 pts.) **4.** Make a mural (art piece) that represents daily life in your culture. Include pictures of people at work, play, in their home, etc.

(5 pts. per person) **5.** Include materials / artifacts representing a minimum of 6 (maximum of 8) of the following categories: (you may wish to use construction paper, markers, yarn, fabric, toothpicks, clay, etc. when creating artifacts for your culture)

- food
- government
- education
- family/class structure
- religion
- clothing
- technology/tools
- shelter/housing
- transportation
- arts
- recreation
- trade and commerce

(5 pts.) **6.** Each person writes a one page description of a typical day in the life of the culture you created. Show don't tell "a day in the life," in your I.N.B.

Research a Culture #2 Group #

Name of Culture:

food

government

clothing

education

shelter

recreation & sports

family & class structure

arts

religion & values

rituals. traditions . holidays

trade & commerce

language & communication

Technology & Tools

Transportation

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Group #

Discover a Culture #1

Site #

1. Cartographer _____ (person's name)
2. Archeologist #1 _____
3. Archeologist #2 _____
4. Archeologist #3 _____

Stage 1 —Discover and Record

The cartographer must quickly make a rough sketch of the dig site. Then. all other experts will search for and uncover artifacts from the unknown civilization. DO NOT MOVE THE ARTIFACT until the cartographer has recorded the measurement of the artifact indicating the location in the site. Once the cartographer has recorded her data, the other experts examine the artifacts and complete an "artifact record slip" for each discovery.

Stage 2 —Lab Meeting

All experts sit together in a small group and share the data recorded on the "artifact record slips." Once all group members have described thier discoveries, work together to fill out the "Discover a Culture #2" worksheet.

Stage 3 —Final Write-Up *(20 points per person)*

Create a field report of your discovery that will be **handed in for a grade**. Put your report together in the following order:

1. Put this sheet "Discover a Culture #1" on top
2. Initial Question: What was the culture? Hypothesis: (See Back)
3. Procedure:
4. Materials Used:
5. Data: List and description of artifacts-- Artifact Record Slips
6. Pictorial Representation: Map of the Site
7. Conclusions: Discover a Culture #2 worksheet
8. New Question: What do you still not know about the culture?

STEP 4—Homework: *(5 points)*

Each team member will write a one page "a day in the life..." of the discovered culture with as much detail as you gleened from your field work. You will write this in you I.N.B.

STEP—5 New Discoveries!!

In light of new information, (cultural record sheet and map), what correct inferences did you make and what did you get wrong?

Civilizations that have lived in Jerusalem:

1. Canaanite period 3150-1200 BCE
2. Israelite Period 1006 - 586 BCE
3. Persian Period 540 - 353 BCE
4. Hellenistic Period 332 - 37 BCE
5. Roman Period 37 BCE-324 CE
6. Byzantine Period 324-638 CE
7. Early Muslim Period 638-1099 CE
8. Crusader Period 1099-1250 CE
9. Later Muslim (Mameluke) Period 1250-1517
10. Ottoman Period 1517-1917

Group #
Site #

Discover a Culture #2

What can you infer about the **culture** of these people from the artifacts you discovered? Fill in only the categories which you have information about. You may not be able to complete the entire sheet. Write in complete sentences.

food

government

clothing

education

shelter

recreation & sports

family & class structure

arts

religion & values

rituals, traditions , holidays

trade & commerce

language & communication

Technology & Tools

Transportation

Group #
Site #

Artifact Record Sheet

ARTIFACT: list the artifacts by giving each one a number. Include the measurements of its location in the site and drawing of the artifact.
FACTS: write a factual description of the artifact. (color, material etc.)
INFERENCES: write inferences about the artifact and it's possible uses and meaning in the culture.

Artifact	Facts	Inferences
number: measurement: drawing:		
number: measurement: drawing:	**Facts**	**Inferences**